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ABSTRACT

This proposal for the use of various media materials available in school classrooms and media centers provides guidelines for utilizing the materials throughout the school. A second part of the document deals with the selection of instructional materials at the state and local levels. Included is a copy of a letter to superintendents on revised policy on instructional materials and media. (Author/VT)

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VIEWPOINTS

Instructional Materials Selection at State and Local Levels

Suggestions for Organization and Use

Curriculum Development Division
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
Jack P. Nix, State Superintendent of Schools
1975

IR006580

Point of View

Introduction

Teaching has as its sole purpose aiding students to learn that which has meaning for them. The best teaching occurs when the student is brought into effective contact with important ideas and experiences in such a way that (1) learning results and that (2) the student will continue to seek further learning on his own initiative.

Aspects of learning have been studied and discussed from many points of view. The one recurrent statement which emerges is that children learn in a variety of ways. But fundamental to this diversity is an inherent sense of curiosity and inquiry. Another factor is that the world in which today's youth live is one of incredible change, and its rate is constantly accelerating.

In view of these factors, the focus in education must be on facilitating and improving the learning process with emphases on three areas: (1) the learner, (2) ideas and concepts in addition to facts, (3) an inquiry-research process rather than rote memorization. To achieve this improvement of education will require a learning environment rich in materials and supplies with teachers and others skilled in stimulating and guiding pupils in using these resources.

These materials should be rich in depth and quantity, varied in type of media, appealing to and suitable for the user. In addition they should be organized for easy accessibility. In order to have in the classroom the quality, the quantity and the variety of materials needed for each topic or project, it is necessary that the materials in the classroom library constantly change as new topics are studied.

Availability and use of materials for research must be of a multi-media or inter-media approach. Limiting the learner to one type of media handicaps his learning, for example, the use of only one medium such as the single textbook. Items from the various types of media which are best suited to answer a specific need of one specific child or group of children must be easily accessible and their use stimulated.

Statements of Philosophy

- Knowledge (information, applications, problems) comes from many sources. There is no known single source for learning.
- Learning is interdisciplinary, interrelated and interdependent.
- Learning is not a straight line function. It is both logical and psychological in nature.
- Goals for learning are both general and individual.
- The goal of today's public school is the education of each individual.
- Learning, finally, is highly individual.
- The most effective learning is self-directed.
- Goals for learning should be attainable by the student.
- The abilities, needs and interests of each student should be identified and diagnosed.
- The differentiation and flexibility of the purposes and methods of instruction should provide for the abilities, needs and interests of all students.
- The curriculum of public schools can be dynamic. Thus, the curriculum and its instructional materials should not be static and absolute. At all levels of education, the curriculum and its instructional materials should be used in an environment which provides for modification, experimentation and change.
- The different abilities, needs and interests of learners make it necessary to use a diversity of teaching aids. A recent study concluded "There was a significant difference in the mean achievement between the classes which used instructional materials frequently in mathematics and those classes which used instructional materials less frequently." (The Arithmetic Teacher, November 1967, quoting from a study at State University of Buffalo, Buffalo, New York).
- The different senses are involved in learning. Different materials appeal to different groups or individuals. Thus, multi-materials should be used.
- At no time should the concept or idea be overshadowed by the aids. A complicated aid should not be used if some simple aid will accomplish the desired results.

State Guidelines

Rationale

The role of the Georgia Department of Education in the procurement and use of instructional materials should be one largely of a counseling and advisory nature.

Only in instances involving applicable state law and regulations adopted by the Georgia Board of Education should the Department assume authority to determine which specific instructional materials may or may not be purchased by a local system. The Department should develop periodically, for the use of all systems, basic lists of recommended materials in the various disciplines, including for example, library books, textbooks, basic school equipment and science apparatus. This should be a part of the Department's counseling and advisory service. The Department should not assume authority for determining whether or not a local school system should purchase a library volume, a particular machine or any media package.

Definition

For the purpose of this discussion "materials" will be considered as any instructional media or equipment which serves as a teaching or learning aid in the examination of a concept.

Materials which assist in instruction take many forms. An aid may be thought of as a multidimensional device for teaching making use of varied sensory perception to promote learning.

Specific Criteria

Freedom of school systems and schools in the selection and use of instructional materials shall be limited only by competence in planning and in implementing instructional programs.

All personnel involved in the determination of the purposes and methods of instruction should participate in the selection of instructional materials.

Prior to purchase, all instructional materials should be examined or previewed by the persons who will use them to determine their probable effectiveness in the teaching and learning situations where they are to be used.

No "kits," "packages," "series," "programs" and the like should be approved for purchase prior to a thorough examination of each item in a unit. A school system shall be permitted to buy individual items from a unit.

The instructional materials selected should be available to all teachers in necessary quantities.

Based on usage, instructional materials should be as physically close to the teachers as is practical.

Provisions should be made for frequent revision of any recommended list of instructional materials in order to facilitate desirable change when change is needed.

Local System Criteria

Specific Policies

There must be a plan or guide for a common base, but permitting teaching and learning freedom above the base for the teachers and students.

Instructional materials should be selected for a specific use and the teachers should be certain such materials will serve the purpose better than any others.

A planned program for developing listening, viewing, reading, research and study skills shall be provided.

Regardless of the physical location of instructional materials, all print and non-print materials, including textbooks, shall be centrally cataloged and organized.

The instructional materials should be selected so as to provide materials to support all phases of the school program. In providing this balanced collection of materials, care should be taken also to provide a balance between the various types of media.

Purchases of materials should acknowledge those readily available in other departments of the school or in the community.

The potential use of materials should be considered on both an immediate and long-term basis. Materials which are potentially useful in several subjects and grades should have priority over materials having a low or specialized use factor.

More expensive and less frequently used items should be purchased on a systemwide basis.

Purchases should be made to support existing or potentially available facilities.

Materials should be provided for any group at varied difficulty levels to enable students to do individual work. This includes research-type teaching and learning.

Materials should be consistent with the learning activities in the program to be offered and with the space and storage facilities available.

Problem solving research-type teaching requires expanded resources. Thus, provisions must be made for adequate storage in individual classrooms.

An inventory of all materials — print and non-print — shall be taken annually and a report made to the proper authorities.

The media collections — print and non-print — shall be systematically and continuously purged. Obsolete titles and worn-out materials shall be rebound if desirable or discarded as appropriate.

Effective teaching requires expanded resources. Thus, provision must be made for the necessary physical facilities, both inter- and extra-classroom, to insure maximum utilization of all teaching media.

Effective Use of Instructional Materials

Introduction

A major job facing American education is to devise effective means for using the vast quantity of available instructional materials. School systems need to develop comprehensive guides or courses of study using the best known content for the quarter reorganization of the curriculum. Further, a research-type teaching process for classroom and library use can be devised. Specific titles and desired number, equipment and other media should be identified for use in the quarter courses which normally will also have two or three sub-topics or units. A do-purchase departmental list should be constantly available. Teachers and students will then have a plan to select and use materials effectively, and instructional materials in sufficient quantity and quality can be purchased efficiently.

The selection of instructional materials to implement the curriculum as outlined in the basic courses of study has become a major task of the school leadership personnel including superintendents, directors of curriculum, subject matter specialists, principals and librarians. Teachers certainly have the duty of assisting staff personnel in the selection of instructional materials. But teachers do not have the time to search through the vast quantities of materials available today while doing the excellent teaching job demanded. Where choices of instructional materials in the past were limited, the limitations today are the quality of choices, the lack of planning for use of these many materials in teaching, and of course, finances.

The limitation and lack of planning for using many materials stems mainly from school systems' not having prepared comprehensive plans and courses of study for outlining content, process and materials. The one textbook has instead been the course of study and the assimilation of content in that one textbook and the assignment of some related activities at the end of chapters have been the usual class procedures. A minimum of supplementary materials, usually in the library, has been required. Nevertheless, this procedure is better than one of attempting to use many materials without a carefully outlined plan in courses of study prepared by the school system. There are still too many school systems using the teaching approach of the "one textbook per student in the classroom, each student to go to the library for research" method familiar and adequate in the agricultural society of bygone days. In the complex industrial society of today, educated persons must have broader informational sources, individual and cooperative research abilities and knowledge of the use of a vast array of materials.

ORGANIZATION AND USE OF TEXTBOOKS AND OTHER TYPES OF MATERIALS

Most school systems adopt from one to five textbooks for each subject area and for certain grades. Some systems, however, have no limitation. The division of a series is most often at the sixth or eighth grade. In specialized fields such as chemistry and physics there are usually no series-type textbooks. In the reading field one to three basal series are chosen, but other basal series and special readers may be purchased as supplementary readers.

The policy most school systems insist upon is that one series be used by a particular school so that continuity is achieved as the author has planned. Some systems state that the whole system must adopt one series so that each child experiences basically the same ideas wherever he attends school. Movement may occur only with the minority of students, however, and transiency is not a convincing argument for single adoption for the total school system. Nevertheless, organization, repetition and continuity are strengths very necessary to the design of a series of textual materials and will have value in a single school using a basal approach to a subject field.

As school systems move toward the use of many materials, a basic textbook is often used with supplementary textbooks and library books to conduct the teaching process. Rigidity in the adoption of one textbook *only* for any grade or subject area seriously hamstrings the imaginative teacher. As the school system makes the step toward the use of many materials, carefully thought-out courses of study must be planned and written. This will help insure that broad topics or segments of content and chosen objectives, the research-type teaching and activities and the necessary instructional materials and evaluation, are clearly indicated. In this situation each classroom may or may not have a basic textbook, but will have sets of five to 15 copies of all the textbooks published in that subject field at various difficulty levels. In addition, single copies and/or many sets of five to 15 library books on the particular topic being studied will be moved from the library into the classroom for short term use. Likewise, all other media for use in the course will be indicated and moved to the classroom. Under this plan of organization for teaching, the selection of textbooks, library books and other media, becomes the major task of the central office staff, the principal and the librarian. The changing roles of these people result from increased materials available each year and the limited time teachers have from regular teaching duties to select materials. The richness and variety of instructional materials then in the final sense determine the chances each student has to succeed in the task of seeking and learning.

The whole school must become a media center. The instructional materials may be in the library or they may be housed in a subject field workroom, teacher work study rooms, or in classrooms. Teachers should encourage students to find materials wherever they are available and on whatever level of difficulty. The library and its staff should coordinate the use of the materials and should have records which show all materials owned by the school and where they are located.

Books and materials should be divided into these categories.

- *Reference-Type:* encyclopedias, atlases, special maps, films or filmstrips – usually kept permanently (except overnight and on loan) in the library media center.
- *Occasional Use:* all materials of a specialized nature which are selected for the research studies outlined in the curriculum guides. Sets of reading textbooks and groups of library books should flow in and out of the classrooms.
- *Often-Used:* sets of textbooks at varied levels of difficulty from all companies publishing related materials, supplementary books, student atlases, globes, maps (world, U.S.A., state), paperbacks on many topics.

PLANNING AND SCHEDULING IN THE SCHOOL

Large selections of basal or often-used books should be kept, perhaps for a year, in classrooms. Other research-study, or occasionally used materials, sets of readers and groups of library books, a set of chosen novels, and the like should be sent to classrooms when the research-study is begun and returned to the library-media center when the time allotted for the research-study is finished. Much classroom and library research will be carried on by students during class periods, study periods, or at other times in the home and community if more depth of study is necessary than is available from the time and materials in the school. It is necessary, however, for teachers to plan the research-studies and instructional phases so that not all of the teachers in a grade or department are doing the same work at the same time. In courses taught sequentially or chronologically, departments should carefully plan which, and how many, instructional materials will be needed. As schools grow larger,

"back to back" course scheduling could be accomplished and a form of administrative team teaching encouraged in order to prevent expensive duplication of collections of instructional materials.

As an example of organizing the use of instructional materials where each department offers courses of diverse titles, or where there are self-contained classrooms, at whatever grades or levels, teachers of the grades or maturity levels will plan together at the beginning of the year or quarter as to which courses or research-studies each teacher will conduct and as to which time in the school year each teacher will conduct the research-studies. Past experiences and knowledge of student choices should be used to the best possible advantage so that courses and research-studies as identified in the first of the year planning do not become the prescribed school curriculum, allowing no flexibility.

To avoid needless repetition of course or research-study materials, the same course or study should not be taught by more than one teacher at any time period. However, pairing, back to back scheduling or team teaching administrative arrangements should be examined as alternatives before large quantities of instructional materials in additional collections for many sections of courses or research studies are purchased. It is then obvious that teachers must plan carefully to alternate the use of the collections of instructional materials during the school year. The use of the 12-week quarter organization will likely provide the combination of at least two or three research-unit studies, major sub-topics or perhaps "minicourses," within this period of time. As a result of combining two or three research-unit studies into a 12-week period, more rigidity may be added to the plan for scheduling the use of instructional materials collections.

In the primary grades, as short a time as three weeks will be assigned to a research-unit study. Nonetheless, with careful planning among grade or subject teachers, all pertinent basic research materials may be scheduled for the classroom from the media center when a chosen topic is to be studied.

As an item of information, in the state school standards the efficient and effective school size is determined by the following criteria.

Three sections per grade minimal are predicated (1) upon six basic research-unit studies, six weeks each in duration each school year and (2) upon the use of the instructional materials collection for each research-unit study at least 50 percent of the time or three times during the school year.

ORGANIZATION AND USE OF LIBRARY-TYPE MATERIALS FOR THE MEDIA CENTER

The concept of the school library as a service agency concerned primarily with the acquisition of books and use of books and other printed materials only in that room has been rapidly changing. The newer teaching and learning processes call for extensive use of these traditional materials along with many new and different kinds of instructional media. The library has become a media center concerned with providing all types of materials needed to support the curriculum of the school. It has also extended the boundaries of its four walls to encompass the entire school, assuming the responsibility for furnishing materials to classrooms as well as to the individuals and groups who visit the library. Another change has been the increased emphasis on making the library a laboratory for learning reference, research and study skills as well as for giving guidance in improving reading, listening and viewing.

These newer trends mean that librarians must be knowledgeable about the entire curriculum and capable of adding excitement and depth to the learning process of each boy and girl. It means, too, that the librarian must know all types of learning materials, how each can best be used to enrich and improve the instructional program, and how all these materials can be selected, acquired and organized for the most effective use by teachers and pupils in the media center and in the classroom. The librarian must work with teachers in the classrooms as well as in the media center.

If the media center is to assume this vital role in a school, it must have the professional and clerical staff needed to provide the materials and services such a role demands. As schools move more toward the media center idea, the practice is for all equipment and instructional materials purchased by the schools to be cataloged and listed by the library staff and clerical assistants. More efficient deployment is possible, school-wide, of the total collection of instructional materials when it is thus centrally located.

If library-media center personnel are to devote their time during the regular school year to assisting students and teachers, the librarian and the clerical staff will need to work a great part of the summer in listing and cataloging new instructional equipment and materials and in preparing orders for material to be used the next school year. Decisions will be made as

to whether the materials will be placed in the reference collection, in collections to be moved in and out of the classrooms, or, if of general textual use, checked out permanently to departments or classrooms. Equipment will generally be stored in the media center or departmental area. If there is sufficient quantity of such items as filmstrip projectors and record players, they will be checked out to classrooms or departmental office-work-media areas.

The role of the media center in its operation is changing with the growth of differentiation instructional practices. As schools grow larger, the sheer physical impossibility of getting all students into the library is evident. Further, emphasis on individualized learning makes sending students en masse to the media center ineffective regardless of the size of the media center. Most of the basic research students will do must begin in the classrooms. Small groups and individual students will use the resources in the library for more in-depth research when that is pertinent. Even then, coordination of these research efforts must be carefully worked out by teachers and librarians as to time, materials, and location. In the small school with the limited library of the past, sending a small number of students to the library in a group was possible, though of questionable academic value. The library function of yesteryear must now be assumed by the classroom teacher. The library-media center must become the control center for the vast operation of providing a free flow of materials between the library and the classroom. In addition, the library-media center must serve the in-depth research needs of individual students.

As book collections grow large, their proper use makes the selection of additional books more difficult. To have a vast collection and to have it poorly used is a waste of money no school can afford. To have single titles which must be placed on reserve when more copies obviously are needed is detrimental to instruction, but multiple copies when not used represent wasted money. All library books essentially should be purchased for specific use in the instructional programs. Further, they should be purchased to meet the varied individual needs and interests of pupils.

The selection of magazines, films, filmstrips, maps and charts, and vertical file materials must be made as carefully as is the selection of books. Further, the selection must fit the criterion of use in the instructional program.

The use of the public libraries and the large film libraries in the state can be a matter of concern at this point. Public libraries in general seem to be moving toward a general use purpose for preschool and school age children and specifically toward the adult population. Furnishing specific materials for schools, it seems, cannot be the function of the public library though there is a possibility of supplementing collections in particular schools. Cooperation between the schools and public libraries should be an area for serious planning, however, for providing complete media services.

Similarly, the state film libraries cannot provide specific-use films in sufficient quantity for all school systems. Their role, it would seem, should be to serve all school systems in a general library capacity. The state film library will specifically serve those small systems without adequate funds and facilities. Larger school systems and the CESA organization should purchase small collections of carefully chosen films which would be frequently used by all students.

Finally, educational television should provide those educational programs which are not provided or not available through the usual instructional media; provide programs basic to all Georgia children as appropriate to the Georgia curriculum; provide programs specifically demanded by the curriculum in Georgia schools for both students and teachers and provide programs for the adult population, vocational and avocational. The main problem is usage at the needed time. With the increasing development of cassette equipment, it will become possible for central office and school libraries to acquire copies of programs for showing any time that the teacher in the classroom desires.

The media center which truly meets the needs of its school must provide varied materials, carefully selected and in sufficient quantity to support the program of instruction and to add depth and breadth to individual learning. It must offer services which guarantee the effective use of these materials wherever they are needed in the school, and it must provide skilled and creative library leadership which can anticipate the needs of pupils and teachers and which can make learning an exciting adventure.

State and Local System Official Procedures in Selection of Instructional Media

I. Textbooks

State

Early in each academic school year the Georgia Board of Education appoints a textbook selection committee of 12 professional educators to examine textbooks in the following annual rotation: reading and literature, social science, business education, industrial arts, vocational subjects and guidance, mathematics, science, health, physical education, safety and driver education, art, English, fine arts, foreign languages, humanities and music.

The Georgia Board of Education may appoint new members or reappoint previous members to the textbook selection committee. This committee has only the power of recommendation and functions as a permanent committee in the Office of School Administrative Services which serves as the administrator for the committee. All educational consultants of the Georgia Department of Education serve in an advisory capacity to the committee. The textbook selection committee's recommendations are presented to the Georgia Board of Education which, by law, exercises the final authority in the state adoption of textbooks.

After the textbook selection committee has been formally appointed by the Georgia Board of Education, an organizational meeting is held in the late months of the school year. A chairman, co-chairman and secretary are elected. Procedures for examining textbooks are discussed. Dates are set for bid opening, closing and the final week of hearings and decision. The committee is paid a small honorarium for 20 to 30 days and expenses for the days they meet.

Instructions for bidding go to the publishers and usually six weeks are allowed in which to submit bids. A copy of each textbook is sent to each committee member and three copies are sent to the Georgia Department of Education for the use of the consultants in advising the committee. Individual committee members enlist the aid of their local school teachers and staff members in examining textbooks at all grade levels for which the textbooks are written. Notes and evaluations are made. Textbook representatives may not contact members of the committee, but committee members may ask the textbook representatives for conferences.

After examination of all textbooks submitted for consideration during the bid period, the textbook selection committee meets in joint session. Textbook representatives are invited to attend for two days of this session to present any special information about their materials and to answer questions by the committee. The final days are used to reach the decisions necessary for the recommendations.

At the following meeting of the Georgia Board of Education, the recommendations of the professional textbook selection committee are presented. Upon adoption by the Board, the bids are accepted for a five-year period. One official copy of each textbook adopted is placed in the files of the Georgia Department of Education for the duration of the bid period. An official catalog is sent to the central office staff and to school principals, usually in March.

No specific limit is placed on the number of textbooks which may be adopted for any subject area, course or grade level. The major goal has been to select the best textbooks available for the students in Georgia's public schools. With the advent of the many types of instructional materials in recent years, the concept of textbooks has expanded to include various supplementary books, group study materials and individual study materials. The distinction between textbooks and library media center books is more difficult to determine as research-study techniques require use of many sources. Each system has responsibility for defining as clearly as possible each category of instructional materials and media and this should be included in the system's media policy and plan of operation. Textbooks are currently defined as those books chosen for each student or used for primary instruction. Paperbacks are accepted for adoption by the textbook selection committee, but considerations of cost, and durability over a five-year period are factors of selection.

Administrative Procedures

During each fiscal year instructional media allotment

funds are sent to each local school system. The local system determines what portion of funds will be allotted for each category – textbooks, library media center resources and consumables. This money is kept in a separate account. Local fines for damaged or lost books, and other additional local funds also go into this account. The process for expenditure of this money is the same as for any other public money.

Each school, with the aid of the central office, determines its media needs according to its local system's media policy. Textbooks purchased with state funds must be selected from the *State Textbook List.* If the local policy permits, other textbooks may be purchased with local funds. Or, if they are purchased in limited quantities, they could be considered as library media center resources and purchased with the portion of funds allotted for this category.

Textbook orders using state funds must be sent to the Georgia Department of Education prior to placing them with the publisher or depository. These orders should come to the Georgia Department of Education from the local system central office and the prices should be carefully checked from official sources. Two copies of the textbook requisition should be received by the Georgia Department of Education no later than May. After the section of the Department handling these orders has checked the order, one copy of each order is sent to the publisher and the other is returned to the local school system. The purpose for requisitions being placed in May is so the textbooks can be shipped in time for the opening of schools in the fall. Usually it requires publishers and the school book depositories approximately 90 days to deliver the books. In this way the invoices and books should arrive at the local system after July first. Since all state funds including media funds are allotted on the fiscal year basis, the invoices would be payable after the beginning of the fiscal year.

Each school system should have the textbooks shipped to a central point for redistribution to individual school buildings since these buildings are closed during the summer. This procedure also simplifies shipping and minimizes cost.

Local School Systems

It is recommended that each school system have a system level media committee. This committee should be made up of representatives from each school, possibly a member of the individual school building committee. This system level committee could serve as the textbook selection committee or a subcommittee could be established for this purpose.

In selecting textbooks the committee should consider the curriculum needs of the individual schools and of the system and should adopt textbooks in relation to these needs.

II. Library Media Center Resources

State

Library media center resources include maps, globes, all forms of audiovisual material, models, kits, books, manuals, guides, paperback books, magazines and newspapers. Some books usually classified as textbooks may be library media center materials if they are used as supplementary materials and purchased in limited quantities.

The Educational Media Division of the Georgia Department of Education receives review copies of library type books from the publishers. These books are used in exhibits which are available on request for local system media committees and others to examine as potential additions to their collection. The Department does not issue a restrictive list of library media center materials. From time to time lists of resources or materials on selected subject areas are issued to assist local schools and systems. In addition local personnel should use nationally recognized tools to familiarize themselves with good new materials available for their consideration.

Local

The media policy developed by the local system should govern the portion of the instructional media funds used for this category just as indicated in the section on textbooks. Also this local policy and plan should specify the criteria and procedure for selecting individual titles to be purchased. It is recommended that each school system have a system level media committee similar in makeup to the textbook selection committee. This committee should establish broad areas or categories of materials needed to meet curriculum and other needs. The building level personnel would select specific titles.

Orders are placed by the system staff directly with publishers, jobbers or vendors according to procedures outlined in the system's plan or procedures.

Assistance in developing local policies and plans can be secured from the Educational Media Division of the Georgia Department of Education.

III. Consumable Materials

State

Consumable materials are teaching materials which are designed to be used by students only once. The instructional media funds should not be used to purchase materials formerly purchased with other funds and should not be used for teaching supplies.

The portion of the instructional materials funds to be used for this category should be determined by the local system's policy and plan just as with textbooks and library media center resources. Also the local policy should establish the criteria for selecting materials in this category and the plan should detail the procedures to be followed.

Local

The same local system media committee recommended under the textbook and library media center sections of this document should establish broad categories of consumable materials needed for which instructional media funds may be expended. The individual school building committee should determine specific items within these broad categories.

Orders are placed by the system staff directly with suppliers according to procedures outlined in the system's plan or procedures.

ADDENDA

Addenda

INSTRUCTIONAL MATERIALS POLICY
(Letter to Superintendents, October 1973)

In summary there are five points that relate to the revised policy on instructional materials and media.

1. The new policy regarding instructional resources states that the local boards of education are responsible for selecting and purchasing all instructional and library resource materials to be purchased by state funds with the exception of textbooks. The policy also requires that local school boards develop policies and plans concerning the purchase of these materials to insure that these resources are used most effectively in achieving their educational goals and objectives.

2. Textbooks purchased with state funds will continue to be selected from the Georgia Textbook Catalog of titles approved by the Georgia Board of Education.

3. Textbook orders will be mailed to Instructional Materials Section (Paul Goethe) for processing.

4. Library materials purchased with federal funds will be processed in accordance with the procedures and guidelines outlined in the state plan for ESEA Title II. Instructional Materials Section should be contacted if the school system desires information about the state plan relating to Title II.

5. It is no longer necessary for school systems to send library orders to the Georgia Department of Education when purchases are made under the state board's revised policy on instructional materials. They may order directly.

Policy

The local school system's media policy provides a framework within which professionally trained personnel may function in choosing and utilizing the most appropriate instructional materials to achieve the system's/schools' educational objectives. The policy also serves as a document that can be presented to patrons and staff for their further understanding of the purposes and standards which guide the selection of the various types of media.

Developing the Policy

The superintendent or his designated representative may appoint a systemwide committee to investigate and develop the system policy. The composition of the committee should be representative of the areas responsible for establishing goals and objectives for the system as well as those who are required to design instructional strategies for accomplishing the goals and objectives. The committee could include the following.

1. Directors of instruction or curriculum directors

2. System media specialists

3. Subject area specialists

4. Librarians

5. Classroom teachers

6. Special area consultants (migrant, minority, gifted, etc.)

7. Administrators (principals, guidance counselors)

8. ETV coordinators

9. Film coordinators

Content of Policy

The following should be considered when developing a local policy.

1. A statement of philosophy related to media selection and use for the attainment of system goals

2. Identification and definition of various types of media

3. Requirement for development of a local plan to insure that materials are selected and used in a manner appropriate to the attainment of local goals and objectives

4. A section on challenged materials

5. Criteria for allocation of funds

6. Requirement for periodic review and revision of policy and local plan

7. Assignment of responsibility for implementation of policy

The committee's draft of the policy should be submitted to the superintendent for his reaction and appropriate action.

Developing Procedures

The same committee or sub-committees of the policy committee should develop a local media plan for implementing the local board policy.

Contents of Local Plan

The following should be considered when developing a local plan which includes procedures for selecting, obtaining and utilizing media.

1. Involvement of students, teachers, media specialists and curriculum specialists in the selection process

2. Relationships between selection committees, curriculum committees and administrators at building and system levels

3. Responsibilities and duties of system and building level selection committees

4. Identification of relationships and responsibilities of various media personnel e.g., ETV coordinators, film coordinators, librarians, etc.

5. Methods for handling challenged materials

6. Evaluative criteria, general and specific for each type of media

7. Use of national reviewing tools and other published sources for evaluating media

8. Some method for allocating the funds to be expended e.g., toward the attainment of specific goals; on a school basis, etc.

9. Delegation of responsibility for selecting, acquiring and utilizing instructional materials and media

10. Systematic procedures for handling requisitions from the building level to the system level

11. Procedures for ordering instructional materials and media from suppliers. (Will you seek bids and discounts? Will orders be made once each month? Once each semester? etc.)

12. Procedures for suppliers to follow in billing and delivery

13. Procedures for accounting for allocated funds and purchased materials and media

14. Procedures for cataloging and taking inventory of instructional materials at the building and system levels

15. Procedures for making instructional materials available for use

16. Methods for periodically reviewing instructional materials for the purpose of updating or eliminating outdated or unusable materials

The proposed local plan should be submitted to the person responsible for its implementation for reaction and appropriate action.

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